

CORE 553
Health Foundations: Disability across the Life Span

Instructor

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Office Hours/Policy on Answering Student Emails

This is an **online** course. Contact with the instructor will occur through the asynchronous D2L Discussion Board and regular e-mail communications between students and course instructor. Materials and questions for discussions will be posted on D2L prior to the particular discussion time.

Answering students' questions:

- For questions regarding using D2L or other E-Learning tools, go to <http://elearn.ucalgary.ca/d2l-student/>
- For email account or access difficulties, contact IT Support www.ucalgary.ca/it/
- For all course-related materials and questions, please contact the instructor at Shklarov@ucalgary.ca

Time and Location

Students are expected to log-in and regularly post their responses on assigned times (for deadlines and details, see the **Evaluation** section).

Time commitment: This is a half course with time commitment equivalent to *40 hours of instruction over 13 weeks*. Please budget approximately **3 hours per week** for participation in on-line discussions (an equivalent of class time), **plus** your own time for reading, self-directed research, and the preparation of assigned papers.

All discussion sessions are **asynchronous**, so students can post their responses at any time, consistent with the required deadlines and frequency of posting that are outlined in the **Evaluation** section below.

Prerequisite/Co-Requisite

24 units (4.0 full course equivalents)

Course Description

This course explores the concepts of community rehabilitation in the context of anatomy and physiology of disabling conditions and human development across the life span. Self-directed learning is based on case studies, exploring current literature, and on-line interactive group work and forum discussions.

Overarching Theme

This discussion-based course examines the relationship between medical foundations (i.e., anatomy, pathophysiology) and disabling conditions that have an onset in various stages of human development across the life span, in the context of community rehabilitation. Students will be encouraged to explore current research related to the conditions, and to articulate the relevant practice implications when considering the holistic needs of people living with the conditions. Emphasis will be on the integration of community rehabilitation principles and practices within the knowledge of anatomy and physiology of disabling conditions and human development.

Global Objectives

The course objectives focus on the following major areas to be explored:

- Biological conditions affecting human body systems, as related to the person's strengths, needs, resilience, community environment, and quality of life in the context of community rehabilitation practice.
- Current information resources for basic knowledge about medical foundations of disabilities, and the use of this knowledge for the integration of multiple constructs of disabling conditions.
- Community rehabilitation strategies that can be implemented in the context of particular disabling conditions and developmental stages.

Learning Objectives

By the end of this course, students will be able to demonstrate, through on-line discussions and group interaction, case study assignments, and completing the exam, the following competencies:

- Discuss the relationship between the biological conditions affecting structure and function of the human body and resulting disabilities, at different life stages, in the community context.
- Locate sources and summarize information on anatomy, physiology, and medical aspects related to case studies.
- Identify and explain the meaning of basic medical concepts related to the conditions included in case studies.
- Apply medical foundations of studied conditions to outlining practical strategies in the context of concrete life stages, individual situations, and community rehabilitation practices.
- Collaborate effectively within on-line teams to analyze practical situations and contribute to problem solving.

Required Textbook

Braun, C. A. & Anderson, C. M. (2016). *Applied Pathophysiology: A Conceptual Approach to the Mechanisms of Disease, Third Edition*. Baltimore, MD: Wolters Kluwer Health.

<https://www.amazon.com/Applied-Pathophysiology-Conceptual-Approach-Mechanisms-ebook/dp/B01E04WK6>

The textbook is available from the University Bookstore. Online (Kindle) version is acceptable. A used (earlier edition) version of the textbook is also acceptable for this course. The book is intended as a basic resource manual and a reference guide on human pathophysiology.

Recommended Textbooks/Readings

On-line materials, case studies, and supplemental resources will be posted on D2L. In addition, students will be **required** to supplement course readings with independent on-line literature search, and to use on-line scholarly sources for self-directed study and independent learning. For all assignments, we encourage the use of a combination of resources available on the web and in the University of Calgary Library's electronic databases.

A Note regarding readings:

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the course material. **Students are REQUIRED to complete assigned readings BEFORE each week's discussion.** The instructor will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2019-2020 Calendar. Detailed guidelines and marking criteria for all the assignments are available on D2L.

In determining the overall grade in the course, the following weights will be used:

1. Group facilitation – Assignment 1. Value: 25%

Each student will facilitate ONE WEEK of discussion (ONE case study).

There are 9 *case studies*, and each case study will be assigned *one discussion week*. For these discussions, the class will be divided into 4 groups. Each group will have a *separate* discussion forum. You will be **required to participate and post only in your own group's forum**, but if you are interested, you can also see the discussions of the rest of the class, because all forums are open.

The arrangements for group sign-up will be made during the first two weeks. The size of groups will depend on the number of students in class – from 9 to 11 students in each. This will allow *each student to facilitate one* of the 9 case study weeks *in their own group*. When the number of students in a group exceeds 9, some of the weeks will be *co-facilitated by 2 students*. The instructor will try to accommodate your preferences in this process – there will be a sign-up option on D2L, and you can always write to the instructor for support in this process.

The instructor will post the lists of groups, case studies, and the dates available for the students to sign up. Case studies are available on the course homepage.

As a facilitator for your week:

- 1) You will write an e-mail to the instructor with your *background response and discussion questions* for your assigned case study (**DUE Friday prior to your assigned week**). On Monday morning, the instructor will post your response and questions. When writing this response, use the textbook as a basic reference guide; supplement basic reading with other literature sources. *Required size of background case study posting: up to 1,200 – 1,300 words*. Provide APA-style *references* (journal or electronic articles, books, textbook chapters, community groups' websites, or other).
- 2) You will read other students' responses **daily**, and facilitate on-line group discussion during the week by responding to their questions or comments, as needed. You will monitor and provide general direction to the discussion.
- 3) At the end of your week, you will post a brief summary feedback for your group. **DUE Saturday evening of your week**. *Size of your summary feedback at the end of the week: up to 800 – 900 words*.

2. Interactive on-line discussion of case studies – Assignment 2. Value: 30%

Participate in formal discussions of *ALL case studies* on the Discussion Board. Each week's discussion will be facilitated by one of the students, or occasionally co-facilitated by two students, depending on the group size (see Assignment 1 above).

Use the textbook as a basic reference guide for your responses relevant to the variety of conditions presented by your peers. Supplement this basic reading with other literature sources. You must post at least TWO individual responses *to each of the case studies*. Post in your own group's forum only. *Required size of your response posting: up to 600 – 700 words each posting* (concise responses are encouraged).

POSTING INSTRUCTIONS:

- Each week begins *on Monday* morning. At this time, the instructor will post the background case study response and discussion questions written by *the facilitating student*.

- **Due time** of postings: First posting is required from each student *no later than Tuesday* by 10:00 p.m. each week (*we encourage early posting, beginning Monday*). Last posting is required from each student no later than *Friday* by 10:00 p.m. After this time, *the facilitating student and the instructor will not go back* and look at any week that is *over*. Responses posted late will not be reviewed (only exceptional circumstances will be considered; in such case, please contact the instructor ahead of time).
- Instructor will review students' postings at least twice a week and provide individual feedback when required.

3. Individual Assignment: Create a Case Study – Assignment 3. Value: 30%. DUE: DECEMBER 5, 2019

Create a case study, with a case story similar to the ones you used for your previous assignments. This case study will be DIFFERENT from the course-provided case studies – it will be extended, so in addition to a person's story and relevant questions, you are responsible for researching and summarizing the medical foundations of the particular condition, providing a concise summary of anatomical and physiological aspects of the condition, and the implications for community practice.

You may use the textbook as a basic reference guide, but you must supplement this reading with an extensive search of other literature sources available on the web and in the University of Calgary Library's electronic databases. Please discuss your choice of condition with the instructor **prior to working on your paper (no later than October 25)**.

Suggested size of the paper: 2,500 words. **APA-style** is required.

4. Online 'Take Home' Exam. Value: 15%. DUE: DECEMBER 6, 2019

You will complete a multiple-choice exam in a take-home format. You will complete your examinations independently of each other. This is an open-book exam: the use of the textbook or online information search (or both) will be permitted. The exam will be posted online at least one week prior to the due date, and you will complete the exam at your own chosen time.

To prepare for the exam, you will be asked to complete four short practice tests during the course (see Tests 1 – 4 mentioned in the Course Schedule section below). These tests will **not** be included in the total course mark, but only serve as an opportunity for you to try out and practice some questions that are similar to those posed at the exam. Upon completion of each practice test, you will receive feedback on the answers. You can also request individual input from the instructor, if needed. Reminders about these practice tests will be posted on D2L, and you will have a week to complete each test at your own chosen time.

PLEASE NOTE:

- **APA format** is required for all individual assignments. APA-style references are required for postings.
- This course learning is largely based on group work: **participation in group discussions is essential**.

Students who do not complete all major components of the course prior to the final exam will be considered as **not** having completed the course; this will be reflected on the students' official transcript as 'Incomplete.' Major components of the course include all three assignments and the exam. It is *necessary to pass each assignment* in order to pass the course. In the absence of medical or other documented reasons, the instructor reserves the right to award an 'Incomplete.'

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will be deducted *five percent (5%) for each day* after the assignment due date. Assignments will not be accepted more than 3 days after the posted deadline, *unless the instructor has been notified in advance*, with a sufficient justification (e.g., illness, religious conviction, or domestic affliction). Please be advised that students should notify the instructor before the assignment deadline to discuss.

Brightspace by Desire2Learn (D2L)

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Conduct During Online Discussions

Students are expected to conduct themselves in a mature and courteous manner in ALL online communications. Students are expected to frame their comments and questions to instructor and other students in respectful and appropriate language, always maintaining sensitivity towards the topic.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations Based on Disability or Medical Condition

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jjlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact

the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>
Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>
Distress Centre <http://www.distresscentre.com/>
Library Resources <http://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>
<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

Date	Module / Topics	Readings	Assignments & Due Dates
September 5-6	Introductions, orientation to the course.		<i>Due September 9 (Sunday):</i> Post your introductions
September 9-13, Week 1	Interactive online discussion 1: Models of disability revisited & integrating the medical model. <i>Entire class participates.</i>	Posted materials	<i>Due September 14:</i> Sign up for your Case Study facilitation week. Students who go first (Case Study 1) begin working on their case study.
September 16-20, Week 2	Interactive online discussion 2: Introduction to pathophysiology. <i>Entire class participates</i>	Posted materials. Explore textbook, read p. 1-8 (Introduction)	<i>Due September 20 (Friday):</i> Students facilitating Case Study 1 submit their postings to the instructor
September 23-27, Week 3	Case Study 1: Inflammatory bowel disease (an adolescent). Group discussion. <i>Class is divided in small groups.</i>	Textbook pages 34-70. PowerPoint: Inflammation & Tissue Repair	<i>Due September 27 (Friday):</i> Students facilitating Case Study 2 submit their postings to the instructor <i>Test 1:</i> test is open all week and is due Sunday, September 29
September 30 – October 4, Week 4	Case Study 2: Down syndrome (a 4-year-old). Group discussion	Textbook pages 135-169. PowerPoint: Developmental and Genetic Disorders	<i>Due October 4 (Friday):</i> Students facilitating Case Study 3 submit their postings to the instructor
October 7-11, Week 5	Case Study 3: Cystic Fibrosis (a 10-year-old). Group discussion	Textbook pages 365-394. PowerPoint: Alterations in Ventilation and Diffusion	<i>Due October 11 (Friday):</i> Students facilitating Case Study 4 submit their postings to the instructor <i>Test 2:</i> test is open all week and is due Sunday, October 13
October 14-18, Week 6 <i>(October 14: Thanksgiving)</i>	Case Study 4: Rheumatoid arthritis (a young adult). Group discussion	Textbook pages 71-102, and return to p. 56-57. PowerPoint: Alterations in Immunity, and revisit Inflammation and Tissue Repair	<i>Due October 18 (Friday):</i> Students facilitating Case Study 5 submit their postings to the instructor
October 21-25, Week 7	Case Study 5: Traumatic Brain Injury (an adult). Group discussion	Textbook pages 228-264. PowerPoint: Alterations in neuronal transmission	<i>Due October 25 (Friday):</i> Students facilitating Case Study 6 submit their postings to the instructor

			<p><u>Due October 25 (or earlier): All students to confirm</u> with the instructor <i>their topics for Assignment 3</i></p> <p><u>Test 3:</u> <i>test is open all week and is due Sunday, October 27</i></p>
October 28 – November 1, Week 8	Case Study 6: Depression (an adult). Group discussion	Textbook pages 228-264. PowerPoint: Alterations in Neuronal Transmission	<p><u>Due November 1 (Friday):</u> Students facilitating Case Study 7 submit their postings to the instructor</p>
November 4-8, Week 9	Case Study 7: Dementia (an aging person). Group discussion	Textbook pages 490-506. PowerPoint: Aging	
November 11-15, Week 10 Term Break, no classes	No on-line discussions this week.		<p><u>Due November 15 (Friday):</u> Students facilitating Case Study 8 submit their postings to the instructor</p>
November 18-22, Week 11	Case Study 8: Chronic Obstructive Pulmonary Disease (COPD) (an aging person). Group discussion	Return to pages 365-378; 380-384. PowerPoint: Alterations in Perfusion, and revisit Alterations in Ventilation and Diffusion	<p><u>Due November 22 (Friday):</u> Students facilitating Case Study 9 submit their postings to the instructor</p> <p><u>Test 4:</u> <i>test is open all week and is due Sunday, November 24</i></p>
November 25-29, Week 12	Case Study 9: Diabetes (an older adult). Group discussion	Textbook pages 507-521. PowerPoint: Diabetes Mellitus	
December 2-6, Week 13	Final assignment and exam completion. Instructor is available for consultations.		<p><u>Final Case Study Paper:</u> <i>due Friday, December 5</i></p> <p><u>On-Line 'Take-Home' Exam:</u> <i>available by November 28, due December 6</i></p>